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ABSTRACT

This booklet gives information on the culture, history and educational system of Vietnam as it relates to Vietnamese students in the American educational system. It is intended for use by teachers who have Vietnamese students in their classes. It consists of the following chapters: (1) Vietnamese Geography and History; (2) Vietnamese Family Education (in pre-war and in war-time); (3) Vietnamese Students in Wartime; (4) Vietnamese Society in the 19th century; (5) The Origin of the Vietnamese Language; (6) Vietnamese Students' Problems; (7) Vietnamese Education System; and (8) Vietnamese Education in the Last Two Decades. The appendices include the following charts: (1) Comparison of Vietnamese and USA Elementary and Secondary Schooling; (2) Comparison of Vietnamese and USA Senior High and Post High School; (3) Comparison of Vietnamese and USA Higher Education; (4) How to Recognize Vietnamese Family Names; and (5) Land of Disasters (a map showing the locations of heavy fighting during the last years of the war). (CFM)

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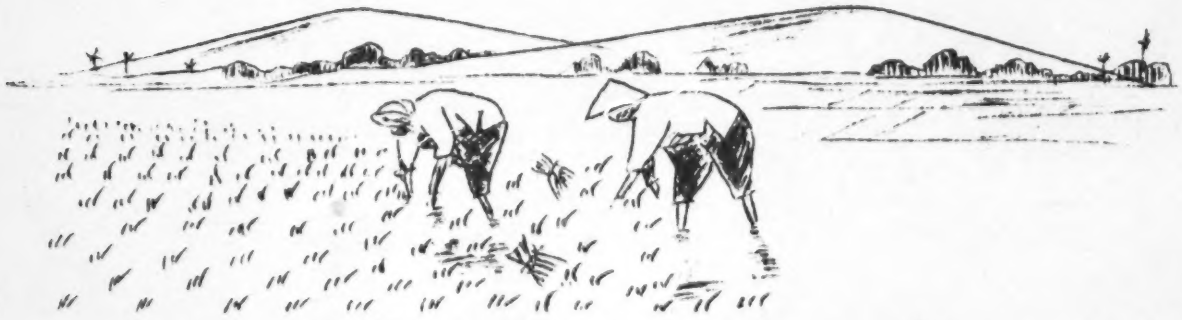
a Summary of THE CULTURE, HISTORY and EDUCATIONAL SYSTEM OF VIET NAM



as it relates to the Vietnamese students in the American Educational System

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C O N T E N T S

- VIETNAMESE GEOGRAPHY and HISTORY

- VIETNAMESE FAMILY EDUCATION
  (in Pre-war time)
  (in War time)

- VIETNAMESE STUDENTS in WARTIME

- VIETNAMESE SOCIETY in The 19th CENTURY

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VIETNAMESE GEOGRAPHY AND HISTORY

Map of early Vietnam

Location : 8.33' - 23.22' north latitude.

Area : 127,280 sqm. smaller than California.

Population : 43,668,000 pers.

North VietNam :

Area : 62,000 sqm.
Population : 17,000,000.pers.

South VietNam :

Area : 65,000 sqm.
(a little smaller than the state of Washington.

Population : 16,000,000 pers.

Notice :
* Red River (North Viet Nam

** Part of Cambodia called South Viet Nam.

Vietnam is bordered on the north by China; on the south by the Gulf of Siam; on the east by the Gulf of Tonkin and the South China Sea for more than 1400 miles; and on the west by Cambodia and Laos.

The Republic of Vietnam and the Democratic Republic of Vietnam are divided at approximately the 17th parallel by a narrow demilitarized zone along the Song Ben-Hai river. At this point of division, the country is only 39 miles wide.

Vietnamese are believed to have originated of North of China, from where they were slowly driven southward by the HAN chinese. By the 3rd Century B.C. the Vietnamese had become settled in the Red River delta in what is now called North VietNam. China annexed the region in the 2nd. century B.C. and ruled it until 938 A.D., when independence was reestablished by Ngo-Quyen The new state gradually expanded, occuping much of Cambodia and it is called South Viet-Nam.

- 1858 - French and Spanish forces intervene in Vietnam's Southern region of Cochinchina to halt persecution of native Catholics.
- 1862-1867 - Vietnam is gradually forced to yield Cochinchina to the French.
- 1884 - French established a protectorate over Annam,and Tonkin.
- 1940 - 1945 - Vietnam was occupied by Japanese forces during World War II.
- August 1945 - Japanese forces were defeated by Allied Forces. Following Japan's surrender to the Allies, Communist VietMinh guerillas, under leadership of Ho-Chi-Minh, seized Hanoi and set up Democratic Republic of VN.
- 1946-1954 - Viet Minh war against the French rages for eight years culminating in the defeat of French forces at Dien-Bien-Phu; armistice is signed under a series of agreements concluded at Geneva, providing for the partition of Vietnam along the 17th parallel, with the North going to the government of Ho-Chi-Minh and the South placed under the control of Saigon.

- 1955 - The emperor Bao-Dai was deposed and a republic established under the presidency of former Primer Minister Ngo-Dinh-Diem; a US Military Advisory group was set up in South Vietnam.

- 1959 - South VN Communist guerillas, called VC (Viet-Cong), waged war against Diem government; harsh security measures introduced by Saigon regime incured wide popular resentment; after violent demonstrations the government was overthrown and Diem was murdered.

- North Vietnam, working through VC guerillas, instigated campaign of terror and subversion in South Vietnam in an attempt to annex the State and unify Vietnam under communist rule.

- 1965 - New military regime was formed, with General Nguyen Van Thieu as chief of state and air Vice Marshal Nguyen Cao Ky as premier; US planes begin systematic bombing of North Vietnam, while in the Northern part of South VietNam, US. troop strength mounts to 200,000 men by years'end.

- 1967 - In South Vietnam's first national elections, Nguyen Van Thieu becomes president and Nguyen Cao Ky is chosen vice-president.

- 1971 - In the second national elections, Nguyen van Thieu is re-elected with Nguyen van Huong as vice president(a puppet); Tran Thien Khiem is assigned as Prime Minister.
- During the second term of President Thieu, United States orders halt to all bombing north of 20th parallel; move leads to an agreement between Hanoi and Washington to open peace talks in Paris.
Peasants and cities'people have little rapport with the Thieu government
- Corruption was seen officially all over government agencies.

VIETNAMESE
FAMILY EDUCATION.

In old days, children were subject to strict education which is run by the head of a family. The head of every family is in charge of teaching morale, religion, behavior, even in the early pre-school phase. He is a manager of all things in his family. He supplies food and clothes for all members of his family, he plans the economic system for his own family, he runs farming, business, handicraft and public relations with the world outside of his family. Only the head of the family is the speaker of everything concerning his family. His assistant is his wife. She is also very important for the head of the family regarding financial problems. She controls all expenses and makes suggestions whether things are necessary to buy or not. She discusses details of all matters with her husband. She is in charge of teaching all the daughters in her family about the things that girls should do, know, take care, and stay away from, according to a typical confucian-educated family. She also runs internal family affairs such as cooking, sewing babycare, farm work and managing workers in the family. The father, the head of the family, is in charge of all things. He gives instructions to his wife about farm projects, business plans and his policy concerning public relations. All boys are strictly under his direct education to become men, to know how to run a family, to learn all subjects which are of interest to a future head of a family.

Vietnamese family education is based on Confucianism which is a chinese culture. In old days, only boys were obligated to go to schools which were run by an old scholar, who taught the children about humanity, personality, charity, rites, a little science, and morale. All subjects were taught in chinese characters. Students at that time, were very polite, they never looked straight at their teacher, they always bowed their heads and bodies to salute or to say something to the teacher; after answering the student had

to step back to his place which was on the floor where they sat. When boys go out of the home, they are not free to talk with others or girls. They talk only what they are asked to say by their parents. They always say :" My daddy said that....", or my mother said that " this year's crop is very good". This creates their shyness. Girls never go out alone; they must be accompanied by an elder in their family or their mother. When they go out with the mother to visit some relatives, only the mother talks. Girls sit, listen,and smile discreetly. They never burst in laughter. They have to get up early to learn and memorize their lessons, studying late into the evening . When there is daytime-farm work, they have to go out to work with their parents. Then school time is at night. Rich families invited a scholar to educate their children. Food and lodging was provided for the scholar in the house. Food was served by the children but the mother cooked and prepared it carefully. The teacher might live in with the family for his lifetime up to the time when he stopped teaching. The head of the family then invited another teacher.

Such an educational system existed up till 1930 in remote villages. The French domination over the North and the Central imposed their educational system on all social levels from the elementary up to high school. Most of village children are able to finish their schooling in elementary level only. They only need writing and reading in their language for daily communication in their daily lives. Children of city families have more opportunities to go on to higher education even to university. The French educational system in Indochina was based on the French policy of colonialism.

The new French educational system made the heads of family busier; they controlled all books and novels which their children read. They could not read romantic literature, love stories, nor any book which may harm the Confucian education indirectly or directly. Children could be seriously punished by their parents or their teacher when they did something contrary to the family tradition.

Love and marriage were not subjects for the children to discuss. Only the father or mother dealt with these matters.

But How Was the Family Education in War Time ?

The role of the head of the family is very difficult in war time. The war greatly influenced the family life style. All people from 18 up to 45 years of age are drafted. Even elders went out for military service. Nobody took care of educating the children at home. They had to learn everything at school. School teachers did not teach much about morale to the children. Mothers were always busy with their babies. They wanted their children to learn, but the children did not dedicate themselves to study; they wandered about. Children brought home all kinds of bad words, bad habit and make their mothers and fathers unhappy. They seemed free to do things as they pleased without their parents' control.

Financial problems in the family became critical because of inflation during the wartime. Prostitutes grew up everywhere as they did in the 2nd World war in Europe. Their severe needs caused them to accept to do anything

Big families had to limit their children from going to school because they did not have enough money for them to go to school. If the children were in private schools, they had to pay their school fees. Individualism increased in families, in offices, in businesses, in government agencies in all departments, thereby creating the corruption in the country. Each family tried to be better off than the other, thereby separating the families. Children didn't obey their parents. The war situation made them so fearful that they mistrusted everyone. In short, we can conclude that there are only a small number of catholic and christian educated families which keep the old tradition of family education.

STUDENTS IN WAR TIME.

During war time, all students at the age of 17 were subject to military census check even if they were in high school or working on farms or in plants. Most of them tried to finish senior high school, so as to be exempted from military service 3 more years, but they failed because they had to be on duty 4 hours every night right in the hamlets or streets where they lived. Many of them were attracted by adults to go to gambling houses or smoking areas. These boys were quite discouraged because of the war; they planned their lives, but the war had changed everything. This promoted individualism and realism in the youth all over the country; they realized that they had to enjoy their lives right now when they could before they went to military service. They lived for the immediate day without thinking about the future. In addition to that, thousands and thousands of US.GI. came to the country creating another problem by attracting many girls to quit their schooling before they should have.

Day and night they lived in fear of treachery distrusting each other. They lived only for their physical desires, drinking, smoking, loving promiscuously and finally dying. They were truly wild in some areas in the big cities. Not all were from poor families, they were also from wealthy educated classes. They spent money without counting how much, later becoming vagrants, bands of vagrants, thieves, rapers etc...

The Police and Military security service agencies were not qualified or competent people to stop or arrest offenders. Day after day it became worse and worse until it reached the highest point of open corruption. Many tourists came to the country thinking that the people were very wealthy, and prosperous, because of the appearance of the city having several multi-story buildings with bright neon light everywhere. But from the business-managerial eyes, it was a prediction for a collapse of the country. The height of corruption was reached - There was no way to control or stop it. It prevailed in

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every department in the country-government, even in the department of Education and justice.

The good they were taught thru their forefathers and teachers for improving their morale was turned into vices. Sound Family education as it stood for several thousand years was also neglected or unable to stand due to the overflow of corruption. Every boy and girl lived his life as he wished. Parents were not able to control or motivate them.

VIETNAMESE SOCIETY IN 19th. CENTURY.

There are classes in Vietnamese society. It can be generally classified as the followings :

The most important group in Viet-nam is the plain ordinary people, called " Nha que " = " peasants ". They are fine, long suffering, very curious about life outside of their own village or hamlets and are very friendly. They are known for their patience. They have suffered greatly in numerous conflicts in the country. They are the victims of circumstance and of disease. Because of their numbers, they do most of farm-work. These people are poor but are the backbone of the country. Their morale was reflected during the last phase of the civil war in Vietnam through their disaffection and disappointment.

One group which has a limited understanding of Americans and other foreigners and their way of life, and little opportunity to find out, is the working class from the urban and rural areas. They are shopkeepers, low-level civil servants, businessmen, average white collar workers, skilled workers, etc.... A lack of understanding of customs and culture both on the part of the Vietnamese and the Americans has occasionally caused friction between the two groups.

Another group might be represented by employees of Vietnamese governmental agencies and private companies. Many of these employees have been greatly influenced by French culture, and most of them speak fluent French, having been educated in French schools in Vietnam or France. These people are often leaders in their communities and politically powerful.

There is also a group of Vietnamese who are quite progressive and change to whatever is in vogue at the moment, and a considerable number of them hold citizenships other than Vietnamese. They are usually quite studious and will make every effort to learn whatever is required to be up to date. Westerners have traditionally mixed easily with this group, as they are anxious to learn Western customs and culture.

Many Vietnamese are working with the Americans either directly in American installations or in Vietnamese governmental positions. They understand the Western way of life much better than most Vietnamese and provide an important entree for Americans into Vietnamese culture. However, Americans should not be led to believe that these are traditional Vietnamese. Often, they have become so westernized that they are a class apart from their fellow countrymen. There are those, of course, who have maintained their Vietnamese way of life.

People following Confucian ethics and traditional culture are still greatly in evidence in Vietnam and make up another grouping. They should be handled with all due respect. They sometimes believe that foreigners place too much emphasis on materialism. These people are often the unspoken leaders of small communities and are well respected by their neighbors and friends.

THE ORIGIN OF THE VIETNAMESE LANGUAGE

The Vietnamese used Chinese characters or Chu Nho (Scholars script) as their written language vehicle beginning in the ninth century. The Chinese characters came into use in all official transactions, correspondance, and literature. No one can reliably say what written language was used prior to this time in Vietnam.

The written Chinese language, Chu Nho, was different from the spoken Vietnamese. Citizens of various countries of the Asian world could write to each other and be understood. They did not pronounce the characters the same way, however, and could not expect to understand a conversation, should they have met.

Vietnamese scholars and literary types demanded history and literature in a language of their own, and started to borrow Chinese characters, improvising their own combinations to represent ideas and concepts, and to phonetize some of their native speech. This became known as " Chu Nom " which meant vulgar or demotic script. It looks like Chinese, but no foreigners could read it, as they could with Chu Nho. Chu Nom was found only in literary works, unofficial documents and the like.

During the 17th. century, Catholic missionaries began to arrive in Vietnam from Spain, Portugal, Italy, and France. They needed some linguistic tool to get their ideas across to the people. Under the guidance of the Catholic Priest, Father Alexander-de-Rhodes, a system of romanized writing, known as " QUOC NGU " (national language) was developed. This enabled them to use the spoken Vietnamese in a written manner through the Roman alphabet. Father Alexander-de-Rhodes completed a Vietnamese-Portuguese-Latin dictionary in 1649. In 1920, Quoc Ngu was recognized as the official language. Since 1945, The language has been used in all lower level schools in Vietnam. There has been considerable controversy about using the national language at the university level, replacing French.

VIETNAMESE STUDENTS PROBLEMS

During my visits to the Lanc.-Leb. Co. schools I met many Vietnamese refugee students of all ages, levels and dialects of the war-torn country.

Having attended different seminars, meetings with educators, guidance counselors, teachers and psychologist I have defined in detail a scope of problems which I wish to discuss with you.

1. What should be done - (Definition of objectives)
2. Vietnamese refugees children in the American Education system.
3. Vietnamese Education System (in pre-war days and in war time)
4. How the war-time affected our Educational system in Vietnam. (Military service)
5. Vietnamese Culture (Historical events) - (Church activities related to the Education system).
6. Vietnamese behavior, mentality as it relates to environment.

I will start with a brief description of the problems which Vietnamese students might have.

a) Language barrier. (Failure of communication.)

b) Wild growth. (No schooling. Unable to even write and read Vietnamese.)

c) False education record (Incorrect year and place of birth or name.)

d) Poor English learning - even when graduated from Senior High School.

e) Slow learners.

f) Problems with sponsors and foster families.

g) Loneliness - shyness - lack of discipline.

Having faced these problems, the question arises: "What should be done"? A definition of the children has to be made as to their age, birthplace, educational level, attitude and English comprehension. We also need to know how they are living now, with their family, their foster parents or with their sponsors or whether the child is an orphan living with his or her relatives. Be patient and talk slowly with them, ask them about their

name, age, grade in their school, their address, their parent's names. Through your questions, you find out what should be done.

First of all, we should have bilingual instruction (English-Vietnamese) which will guide them at home, in school, in their class, with their teacher. with their classmates, to keep school rules familiarizing them with the American education system.

During the first week, each student can be interviewed and classified into the right grade. Learning English is always the main objective for all of them. All of you, qualified teachers having years of experience on teaching English as sacond language, know how and what to teach them. I will not get involved in your highly technical teaching methods,to the however, so as to get around students' shyness, you should have the whole class repeat after the teacher for two or three times loudly. That is to eliminate their shyness. Older students who have no schooling should be taught to read, write and speak English so as to be able to attend Vo-Tech school. Further orientation materials should be given to students from grades 9, 10, 11, and 12 providing them with information on the schooling system in the United States and higher education opportunities.

VIETNAMESE REFUGEE CHILDREN IN AMERICAN EDUCATION SYSTEM

The children come from different parts of South Vietnam to the United States. They were unhappy in Vietnam because the war lasted too long all over the country. All classes were rushed. They were taught only four hour shifts a day. They had no obligation to learn physical education, because they were undernourished for years in their home country.

Now they have chance to resettle and have a new life in the United States. Schools seem quite different from those in Vietnam. They are now in large classrooms, the number of students in a class is also quite

a few in comparison with those in Vietnam where there may be up to 60 for public High school, to 120 for private schools. Classes in American education system have only from 10 to 30 students, and the classrooms are very clean and well equipped with audio-visual equipment. They have a large library with thousands of books needed for them to read and learn. There are art and music classes managed by highly qualified teachers, and there are well-structured Vo-Tech schools. Students are well trained in different sports, activities and games in physical education. The Vietnamese students have told me they like the American education organization very much. They also have told me that that they feel it is very hard to contact their teachers. Teachers should not talk with them as Vietnamese refugees. I know what they mean, there is a big language barrier between teachers and students. Vietnamese students need friendly guidance to know what they have to do and to follow so as to keep tracks with other american students. They need detailed explanations expanding on what they are being taught. In general, Vietnamese students are very studious. English is a big problem for them during the first years. In Vietnam they were taught English in schools, but with unqualified teachers of English, who only taught writing, not speaking or reading, since high-school graduation has no oral examination for foreign languages.

VIETNAMESE EDUCATION SYSTEM: 1) in pre-war days

2) in war time

1. In earliest days, Vietnamese education was in the hands of the Buddhist clergy. About the year 1075, they started the first competitive examination after years of learning chinese literature. They selected the best graduated in these examinations to recruit high mandarinal officials. Confucianism was taught all over the country to village scholars. Confucian education took place by

Buddhist clergy.

During the 11th. century, a National College was established for the education of sons of royalty and other high officials. This marked the beginning of Confucian education in Vietnam. In 1252, the college was opened to students from varied backgrounds other than royal or official.

By the beginning of the 15th century, many schools were set up in large centers for confucian education. A student's most cherished ideal was to study in such a center. Those who passed the qualifying examinations for Mandarins had hope of achieving state jobs or other honors. The scholar was looked up to and highly revered.

Through several dynasties of emperors ruling Vietnam, all levels of administration were run by Mandarins, who were chosen on the basis of their education alone, up until the time the French ruled in Vietnam.

In order to become mandarins, the Vietnamese scholars had to pass special examinations, In the literary field, there were four large-scale examinations to be taken to reach the top of the Mandarinate. They were the provincial examinations, regional examinations, national competitive examinations and the court examination.

Before taking the Provincial Examination, it was necessary for a student to pass four lower level literary tests acministered by state-employed professors in the different districts. They chose those students that they thought might be successful in competing in the provincial competitions.

The Provincial Examinations took place twice a year. Thousands of students would travel to open-air camps set up for the examinations. The army guarded the camps to prevent any outside help for students taking the exam. Each candidate set up a tent where he carried on his daily routine of sleeping, eating, and working. Four test sessions, each lasting 24 hours, were given at three to four-day intervals. Each test started at three a.m.

were registered with the Ministry of Personnel and Interior for employment either as a prefect or assistant prefect.

Court Examination

By this time, the number of candidates had been drastically reduced. The emperor personnally conducted this examination, and only three of the highest ranking scholars were proclaimed first class doctors. The remainder of the candidates were awarded doctor's degree in lower classes. The three persons in the first class entitled to appointments as provincial judicial officers. The others could secure positions in a ministry or prefecture.

Before the French rulers came to the country, Mandarins ran the country for nearly 2,000 years, They set up laws, religion, family education through their knowledge from Confucianism. About 1900, French authorities converted the confucian education to a Western one. The administration of the country was also western-oriented. French improved their system of ruling the country by sending many Vietnamese officials to France to study Western methods. An educational system was established: elemantary, primary and secondary education. In addition, the use of Vietnamese language which was written in Chinese style, was romanized and translated by a western missionary, Father Alexandre de Rhodes in 1626. The romanized language was only one used by missionaries since 1628. Two hundred seventy years later, French rulers supported Christian missionaries to establish schools for teaching the vietnamese language. Rote memory, class discipline and French educational methods were added. Many new schools and colleges were established and French became the second language of importance to the students. Vietnamese citizens living in the country were not always afforded the educational benefits of those living in the cities.

when the student was given special paper and sent back to his tent where he wrote until the following midnight. Excellent ability in the fields of interpretation, verse, composition and philosophy were essential for the success of the candidate. No exemptions from the armed forces and corvee (forced labor) were granted for those who fai led to pass the examinations. Those with "good" grades were exempted for six months only.

The Regional Examinations were also adminiatered by four tests. All candidates were prescreened with additional tests and numerous references required as to character,etc. before admission to the Regional Examination. These were held normally every three years. Any student passing three of the tests received the title of bachelor "TU-TAI" while those passing all the four tests were designated licentiates "CU-NHAN". All other candidates failed, and those not passing at least two of the exams those who recommanded them from the provinces to be reprimanded.

The examinations were most competitive. An extreme example of this is that during the 19th century, there were usually 12,000 or more candidates in the country at each exam. Of these, only 12 to 15 licentiate degrees and between 250 to 500 bachelor degrees were awarded.

Candidates receiving the licence were eligible for appointment as director of studies in a province or district and were allowed to take the national competitive examination for the doctoral degree.

The National Competitive Examination

Those holding the licence were allowed to take this examination which was normally held at three-year intervals. In addition, exceptions were made for those persons from royalty of nobility who held only the bachelor's degree if they had taken special qualifying examinations.

The emperor made up the questions for the examination and those students scoring the highest were eligible to take the court examination. Those scoring in the second group were eligible to re-take the examination and

2. The school system have retained most of their French forms in Vietnam. Though the Confucian system is not very important anymore and men no longer devote their entire lives to learning, the people still have inherited a strong desire for education and deem it very important.

In 1955, a new school system was established after the separation of the country into two parts. The north retained much of the French system with an emphasis on Marxism. The south also retained much of the French system, with an emphasis on nationalism. Vietnamese language, history,and literature are required studies in elementary and secondary schools in the south.

Whereas Vietnamese schools have undergone the influence of the Chinese and the French, they are now influenced by the Americans. However, a little bit has been salvaged from each culture.

The Vietnamese Education system provides for free compulsory education for children over five years of age for the first three grades of primary school. Most of the pupils do not go beyond these compulsory three years. If he goes on, he will take an examination in his fifth year which, if passed, entitles him to a primary certificate. (See appendix 1)

The secondary school has a seven-year curriculum. In this school, there are two parts, four years and three more. At the end of four years, the student takes an exam. If he passes, he receives a secondary certificate. Few students go beyond this.(See appendix 1)

At this time, he can go to a vocational school or continue for the second cycle in which he has a choice of continuing the study of modern languages and vietnamese classics or of taking up natural science, mathematics, or philisophy. Before this time, their education has been more general, much as in the American system.

After the second year of the senior cycle(sixth year of secondary

school) another examination must be passed. The successful student receives the Baccalaureate I. At the completion of the third year of the senior cycle (seventh year), he may compete for the Baccalaureate II, which is necessary to enter the university system or advanced technical schools.(See appendix 2)

In addition to these public institutions, there are numerous private schools which have sprung up offering courses in English. It is not uncommon to see Vietnamese of all ages enrolled in one of these extra-curricula schools. Numerous Americans have taught in these schools in their off-duty time.

There are also private schools run by religious and organizational groups. Some are French. These have been closely administered in the past and must comply with the South Vietnamese government standards.

Adult education is encouraged. Where possible, classes are held for adults in the provinces in the evening in an attempt to raise the literacy rate which hovers around 30%.

The Vietnamese-American Association has expanded considerably during its brief history in Vietnam. There are normally about 7,000 students enrolled in language courses and vocational fields. Teachers have been mostly Americans, drawn from the official agency employees in their off-duty time.

The desire to learn English is quite strong among the Vietnamese and is a good example of the Vietnamese and their strong desire to keep up with the changing times in their country.

University Training

Students possessing the Baccalaureate II and passing entrance examination are entitled to enter a university in Vietnam. There are three availavle, Saigon University, University of Dalat, and Hue University.

The University of Saigon is the largest with a reported 50,000 students

enrolled in 1974. A breakdown of student enrollment reported:

- Pedagogy School: 8,120
- Medicine School: 3,040
- Pharmacy: 4,100
- Letters: 13,200
- Science: 7,500
- Law School: 14,040

The figures may be very high as it is not too uncommon to find one student registered and taking courses in more than one school, and there is little cross-checking between the faculties. Each faculty is separate from the other and acts independently. Therefore, the education offered has been narrowly specialized with little benefit to general education. There is no such thing as required courses for all students in broad fields of science, mathematics, languages, etc. as we find in American colleges and universities.

Attendance in classes, for the most part, is not demanded. A student may study independently or obtain notes from other students and pass the examination. Little outside reading is demanded and a student can take the professor's notes, study the text and reasonably expect to pass. The student expects the teachers to be "all-knowing" and generally does not understand the directed research system which is very popular in American universities, especially at the graduate level.

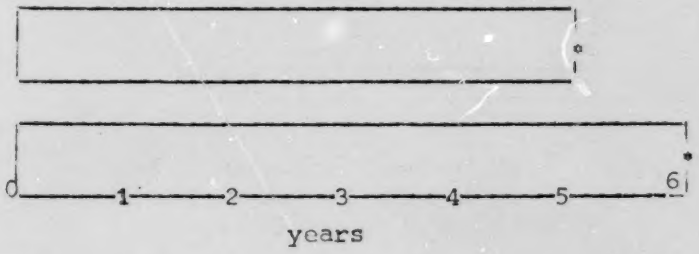
Examinations assume great importance in the Vietnamese educational system with those coming at the end of the term determining whether students go on the next course of instruction.

/ APPENDIX 1 /

COMPARISON OF VIETNAMESE AND USA

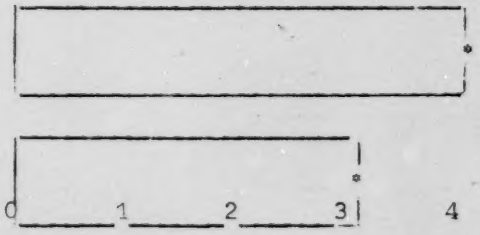
ELEMENTARY AND SECONDARY SCHOOLING

ELEMENTARY SCHOOL



* Certificate

JUNIOR HIGH SCHOOL



* Diploma (1) Diploma of Indochinese Upper Elem.Studies.
X (2) Certificate of Further Elem.Studies.
(3) Certificate of Vocational Skills.
(4) Certificate of Industrial Skills.

Note : Diploma (1) or Certificate (2) is awarded depending on the academic school chosen and Certificate (3) or (4) depending on the vocational school chosen.

/ APPENDIX 2 /

SENIOR HIGH SCHOOL

Vietnamese (1) (2) (3)

U.S.A.

0 1 2 3

years

* Diploma (1) Diploma Pedagogic Aptitude.
(2) Diploma Commercial Studies or Baccalaureat,I.
(3) Baccalaureat,II.

Note : (1) is permitted to teach in the Elementary School.

(2) Diploma of Commercial Studies is awarded by the National School of Commerce.

(3) Required for entrance to all higher education (see Appendix 3)

POST HIGH SCHOOL

Vietnamese (1) (2)

U.S.A.

1 2 3

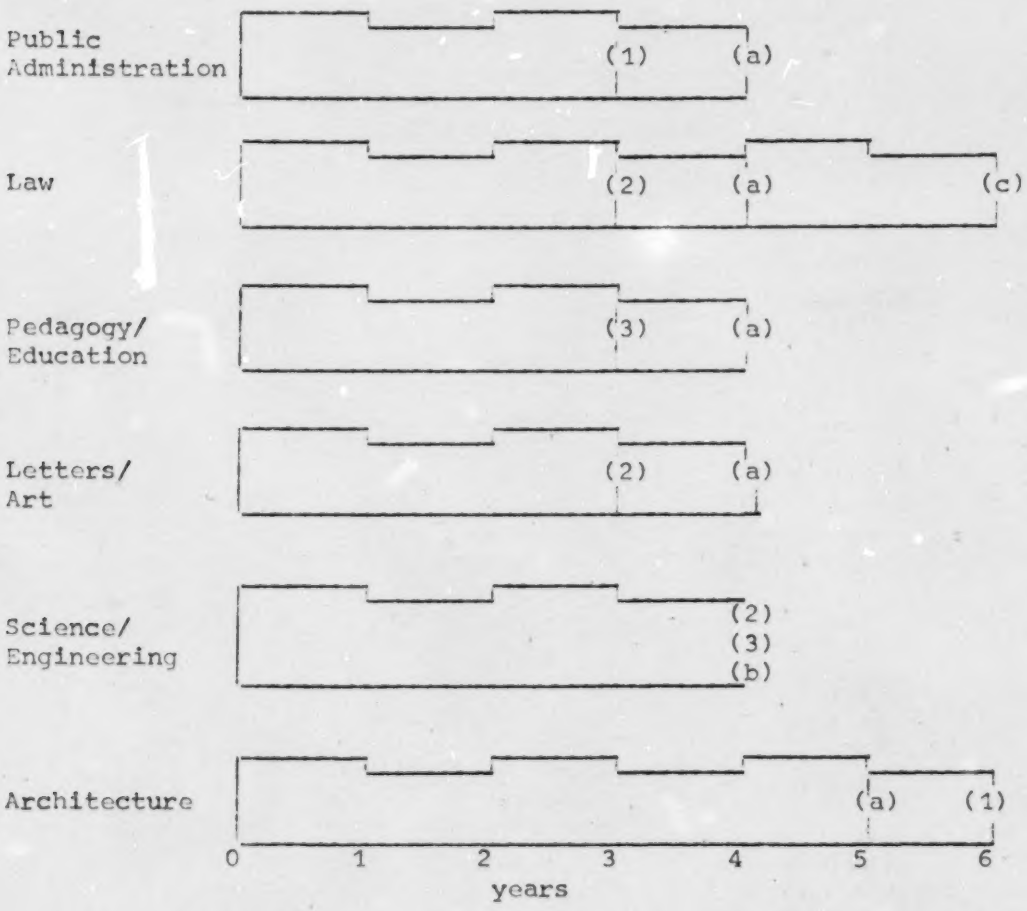
years

Note : (1) and (2) the title Agent Technique is awarded by the National Technical Center in Civil, Mechanical and Electrical technology at the 2 year and at the 3 year levels.

/ APPENDIX 3 /

COMPARISON OF VIETNAMESE AND U.S.A. HIGHER EDUCATION WITH RECOMMENDED EQUIVALENTS TOWARD U.S.A. DEGREES.

COURSE



VIETNAMESE GRADUATION AWARDS

(1) Diploma

(2) License

(3) Certificate

U.S.A. GRADUATION AWARDS

(a) Bachelor of Art

(b) Bachelor of Science

(c) Bachelor of Laws

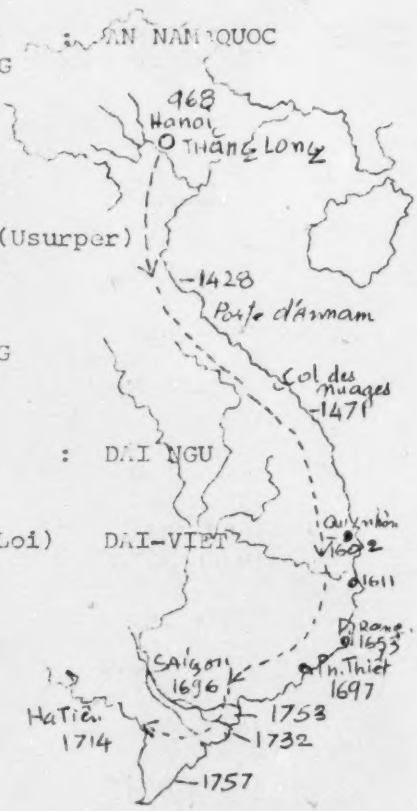
/ APPENDIX 4 /

HOW TO RECOGNIZE FAMILY NAMES OF VIETNAMESE.

The following charts will answer your questions.

YEARS	Dynasties	Rulers	National Name
		PREHISTORIC ERA	
2879-258 BC	HONG BANG	Reign of the eighteen HUNG-VUONG	VAN-LANG
258-207 BC	THUC	An-Duong-Vuong	AU-LAC
207-111 BC	TRIEU	Trieu-Vu-Vuong 207-137 BC Trieu Van Vuong 137-125 - Trieu Minh Vuong125-113 - Trieu Ai Vuong 113-112 - Trieu Duong vuong 111 BC	NAM-VIET
	Chinese Rulers	UNDER THE FOREIGN YOKE	
111BC-40AD	TAY-HAN & DONG-HAN		Giao Chi
		Vietnamese Leaders in short periods of independence.	
40AD-43AD		TRUNG - VUONG	Giao-Chi
43 248	DONG-HAN Dong-Ngo		- -
248		TRIEU-AU (6 months)	Giao-Chau
248- 544	Dong-Ngo & Tan & the 2 Courts North/South.		
544 - 548		LY-NAM DE	VAN-XUAN
549 - 571		TRIEU QUANG PHUC	DA-NANG
571 - 602		LY PHAT TU	
602 - 722	Duong	0	Annam Protectorate.
722	0	Mai Hac DE (few months)	
722 - 791	Duong	0	Annam Protectorate.
791		PHUNG-HUNG & PHUNG AN (6 months)	
791 - 906	Duong	0	Tinh Hai
906 - 907	Khuc thua Du		
907 - 917	Khuc Hao		
917 - 923	Khuc Thua My		
923 - 931	Five dynasties of Nam-Han		
931 - 936		DUONG DIEN NGHE KIEU CONG TIEN	
937 - 939		NGO-QUYEN	
		THE NGO DYNASTY	
939- 944 AD	Early Ngo	NGO QUYEN DUONG TAM KHA (usuroer)	
950- 965	Later Ngo	NGO XUONG VAN (950-965) NGO XUONG NGAP(950-954)	
965- 967	The 12 Lords (up to 980 AD.	NGO XUONG XI (one of the 12 Lords)	

YEARS	RULERS (Emperors or Kings)	NATIONAL NAME
980-1005 AD	LE DAI HANH (THE LE DYNASTY)	DAI CO VIET
1005	LE TRUNG TON (The Early LEs)	
1005-1009	LE LONG DINH	
1010-1028	(THE LY DYNASTY) LY-THAI-TO	DAI-VIET
1028-1054	LY THAI TONG	
1054-1072	LY THANH TONG	
1072-1127	LY-NHAN-TONG	
1127-1138	(1127-1138) LY-THAN-TONG	
1138-1175	LY-ANH-TONG	AN-NAM-QUOC(1164)
1176-1210	LY-CAO-TONG	
1210-1224	LY-HUE-TONG	
1225	LY-CHIEU-HOANG	
	(THE TRAN DYNASTY)	
1225-1258	TRAN THAI TONG	AN NAN QUOC
1258-1278	TRAN THANH TONG	
1278-1293	TRAN NHAN TONG	
1293-1314	TRAN ANH TONG	
1314-1329	TRAN MINH TONG	
1329-1341	TRAN HIEN TONG	
1341-1369	TRAN DU TONG	
1369-1370	Duong Nhat Le (Usurper)	
1370-1372	TRAN NGHE TONG	
1372-1377	TRAN DUE TONG	
1377-1388	TRAN PHE DE	
1388-1398	TRAN THUAN TONG	
1398-1400	TRAN THIEU DE	
	(THE HO DYNASTY)	
1400	HO-QUY-LY	DAI NGU
1401-1407	HO-HAN-THUONG	
	(THE EARLY LE DYNASTY)	
1428-1433	LE THAI TO(Le-Loi)	DAI-VIET
1434-1442	LE THAI TONG	
1442-1459	LE NHAN TONG	
1460-1497	LE THANH TONG	
1497-1504	LE HIEN TONG	
1504	LE TUC TONG	
1505-1509	LE UY MUC	
1510-1516	LE TUONG DUC	
1516-1524	LE CHIEU TONG	
1524-1527	LE CUNG HOANG	
	(THE MAC DYNASTY)	
1527-1530	MAC DANG DUNG	DAI-VIET
1530-1540	MAC DANG DOANH	
1540-1546	MAC PHUC HAI	
1546-1561	MAC PHUC NGUYEN	
1561-1592	MAC MAU HOP (MAC TOAN - MAC KINH CHUONG)	



THE TRINH (North)		THE LATER LE		THE NGUYEN (South)	
TRINH TUNG(1570-1623)		1/Le-Trang-Tong (1533-1548)		1.Nguyen Hoang(1600-1613	
Trinh Trang	1657	2 Le Trung Tong	1556	2 Nguyen P Nguyen	1635
Trinh Tac	1682	3 Le Anh Tong	1573	3 Nguyen P Lan	1648
Trinh Can	1709	4 Le The Tong	1599	4 Nguyen P Tan	1687
Trinh Cuong	1729	5 Le Kinh Tong	1619	5 Nguyen P Tran	1691

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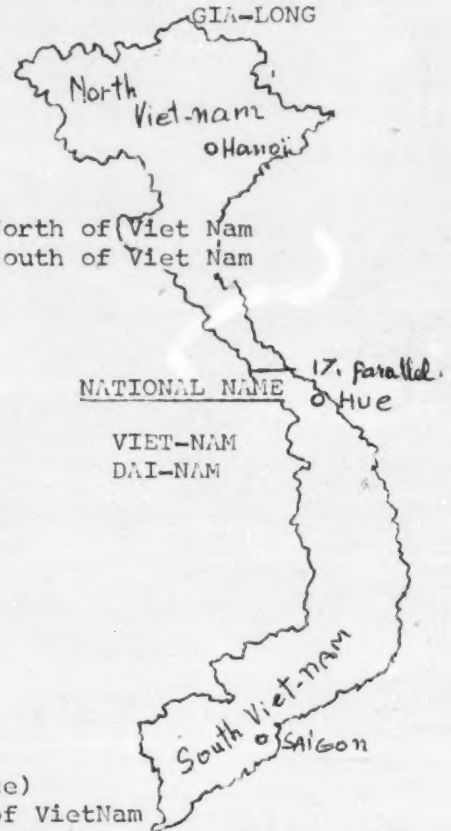
...continued

THE TRINH (North)*1		THE LATER LE		THE NGUYEN (South)*2	
Trinh Cuong	1729	6 Le Than Tong	1619-1643	6: Nguyen P Chu	1691-1725
Trinh Giang	1740	:7 Le Chan Tong	1649	7: Nguyen Phuc Tru	1738
Trinh Doanh	1767	8 Le Than Tong	1662	8: Nguyen P Khoai	1765
Trinh Sam	1782	Le Huyen Tong	1671	9: Nguyen P Thuan	1777
Trinh Man	1782	9 Le Gia Tong	1675	10: Nguyen Phuc Anh	
Trinh Khai	1786	10 Le Hi Tong	1705	(later became Emperor	
Trinh Bong		11 Le Du Tong	1729	GIA-LONG	
		12 Le De Duy-Phuong	1732		
		13 Le Thuan Tong	1735		
		14 Le Y Tong	1740		
		15 Le Hien Tong	1786		
		16 Le Mat De	1788		

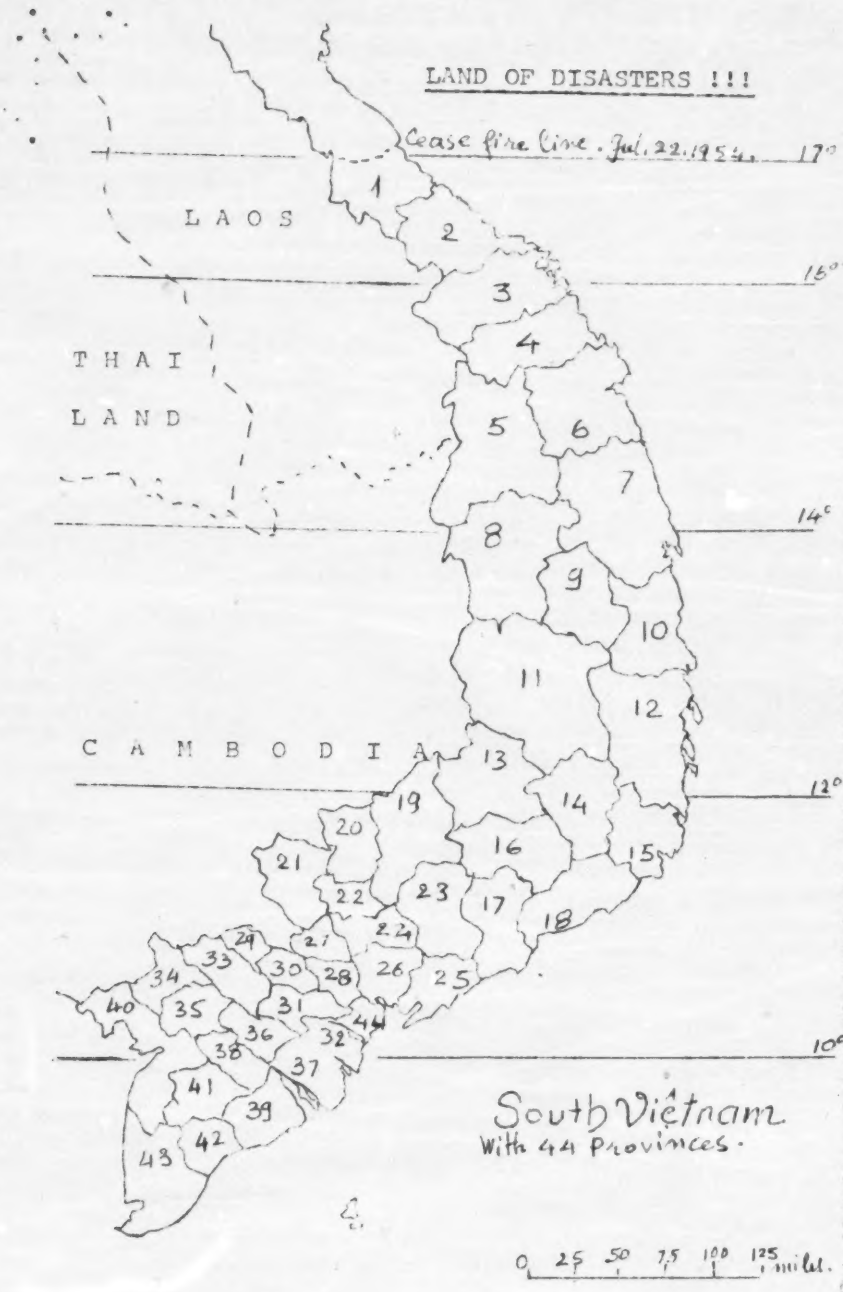


Notice : *1 + Descendants of Trinh Kiem in the North of Viet Nam
*2 Descendants of Nguyen Kim in the South of Viet Nam

THE NGUYEN DYNASTY

YEARS	RULERS	NATIONAL NAME
1802-1819	: GIA-LONG	VIET-NAM
1820-1840	: MINH MANG	DAI-NAM
1841-1847	: THIEU-TRI	
1848-1883	: TU-DUC	
1883-(3 days)	: DUC-DUC	
1883-(4 months)	: HIEP HOA	
1884-(6 months)	: KIEN PHUC	
1884-1885	: HAM NGHI	
1885-1889	: DONG KHANH	
1889-1907	: THANH THAI	
1907-1916	: DUY TAN	
1916-1925	: KHAI DINH	
1925-1945	: BAO-DAI (Canne, France)	
1945-1948	: Democratic Republic of VietNam (This name was given official status by the addication at Hue, on Aug.25, 1945,of His Majesty Bao-Dai to Viet-Minh representatives.	
1948-1954	: State of Vietnam: Bao-Dai is made Chief of State within the French Union.	
1954-1974	: The Republic of Vietnam from the 17th parallel to the South. The Democratic Republic of Vietnam is from the 17th parallel to the North.	
May 1975	The North VN Communists seized Saigon and ended the civil war.	

/ Appendix 5 /



Names of provinces located in land of desasters.

1. Quang tri *
2. Thua thien (Hue).
3. Quang Nam (Da-Nang).
4. Quang Tin .
5. Kontum .
6. Quang Ngai .
7. Binh Dinh (Qui-nhon).
8. Pleiku .
9. Phu Bon (Hau Bon, Cheoreo)
10. Phu Yen (Tuy Hoa).
11. Darlac (Ban-Me-Thuat).
12. Khanh Hoa (Nha Trang).
13. Quang Duc .
14. Tuyen Duc (Da-Lat)
15. Ninh Thuan (Phan Rang)
16. Lam Dong (Bao-Loc)
17. Binh Tuy (Ham-Tan)
18. Binh Thuan (Phan Thiet)
19. Phuoc Binh
20. Binh Long (An-Lộc) .
21. Tay Ninh .
22. Binh Duong (Phu-Cuong)
23. Long Khanh (Xuan Loc)
24. Gia dinh SAIGON
25. Phuoc Tuy
26. Bien Hoa
27. Hau Nghia .
28. Long An
29. Kien Tuong .
30. Moc Hoa .
31. Dinh Tuong (My-Tho)
32. Kien Hoa (Truc-Giang)
33. Kien Phong (Cao Lanh)
34. Chau Doc
35. An Giang (Long Xuyen)
36. Vinh Long
37. Tra Vinh (Phu Vinh)
38. Phong dinh (Can Tho)
39. Khanh Hung (Soc Trang)
40. Kien Giang (Rach Gia)
41. Chuong thien
42. Bac Lieu
43. An Xuyen (Ca-Mau)
44. Go-Cong.

Notice : * Land of disasters is shown with an asterik (*). It means that people living in the provinces have suffered a lot from 1968 on by the Communist general offensive attacks. Fierce fighting, B-52 bombing, Bloody demonstrations, floods and storms are reported quite often during the years.

- Provinces from # 1 to # 18 - The Vietnamese accent and intonation of the people living in these 18 provinces is quite different from that of the northerners and the southerners. They also find it quite difficult to learn English.